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ABSTRACT

Instructional training packages for teachers of culturally divergent pupils were prepared and are being used with about 1,200 first graders in an experimental program. Reading Readiness skills are being taught within a classroom management framework of extrinsic reinforcement, followed by tapering schedules utilizing token reinforcement, with the goal of building and maintaining intrinsic contingencies for entry skill and reading readiness behaviors. Dependent task breakdowns were prepared for subareas under the following categories: associative vocabulary, sensory attributes, numerical concepts, matching and perceiving differences, listening, and aural discrimination. A greater number of lessons were written for associative vocabulary tasks based on evidence that deficits attributable to culturally deprived children cluster in this factor. Each lesson package contains teacher directions, stimulus picture cards, example cards, and individual child worksheets. Sample lessons for auditory discrimination of initial consonant p, spacial relation concepts towards and away from, and an alphabet lesson for distinguishing p, g, and q are included. (CM)

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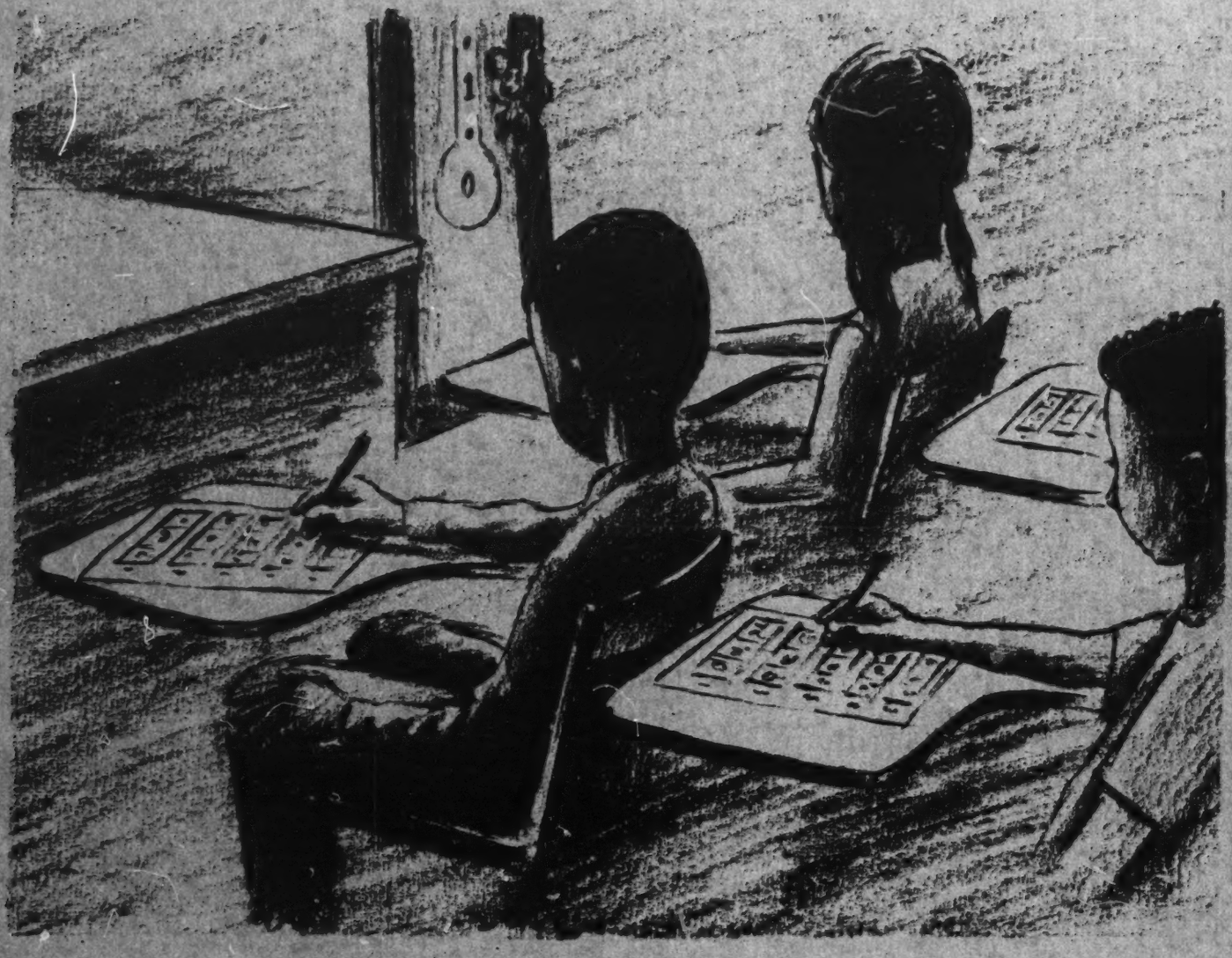
The Application of Classroom Management With Reading Readiness and Related Entry Skills



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SWCEL REINFORCED READING READINESS PROGRAM

The Application of Classroom Management With Reading Readiness and Related Entry Skills

By Madeleine Speiss

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SUBJECTS

Approximately 1200 1st grade students are involved in this program. Twenty-seven classes from Tulsa, Oklahoma; Oddessa, Texas; Tempe, Arizona; Bernalillo and Albuquerque, New Mexico.

OBJECTIVES

1) To provide an instructional training package for teachers of culturally divergent pupils, containing definitive prescriptions regarding classroom management methods for potentiating and maximizing reading readiness and related entry skill behaviors.

2) To assess changes in reading readiness associated with application of establisted reinforcement strategies through operationally defined and experimentally manipulated variables.

3) To assess the effectiveness of the sequence; continuous extrinsic reinforcement--token reinforcement--tapering schedules utilizing token reinforcement, in building and maintaining intrinsic contingencies for entry skill and reading readiness behaviors with culturally divergent first grade children.

4) To provide first level input data, regarding entry skill and reading readiness behaviors of first grade students in SWCEL's target population, for potential use in program development relating to the Oral Language Program and to the Reading Entry Skills program.

RATIONALE

The educational aspirations of children generally reflect the values of their particular cultural group or social class. Members of the lower and middle class have rather disparate attitudes toward scholastic achievement. To the middle class child, education is the most accessible means for social mobility. Consequently, middle class children are continually urged to achieve by pervasive efforts aimed at strengthening their scholastic aspirations. Mallery has found that academic success, among middle class youngsters is typically rewarded by tangible rewards and strong family approval. Apparently this pattern of inculcation enhances the development of intrinsic rewards until behavior can be maintained independently of extrinsic reinforcement.

Traditionally, educational practitioners have argued that intrinsic rewards could effectively insure acquisition and maintenance of desirable behavior. Unfortunately, intrinsic rewards such as self-satisfaction for task proficiency are not inherent. Consequently, they must be acquired.

Contrary to popular belief, all first graders do not come to school with rudimentary, 'built-in' reward systems. Several lines of research substantiate the notion that cumulative pressures to achieve, from parents and peers, are typically absent for the vast majority of culturally divergent children.

Tangible reinforcement strategies can be effectively utilized to elicit and maintain a high level of appropriate behavior. More importantly, it enables the child to truly experience intrinsic reinforcement (e.g., self-satisfaction for performance) by the simple application of a classical learning paradigm; namely pairing a primary reward (e.g., candy) with a secondary reward (e.g., success at a task).

This procedure is not heartless or sterile, nor does it preclude spontaneity. Actually, the vast majority of human behavior is acquired through these associations. We are not born with a need for recognition from our peers and reinforced through its achievement. After all (to quote an old friend), man is born with little technical or social knowledge and must be taught a great many appropriate behaviors to become a useful functioning member of his society (John Locke). Essentially this inculcation is optimately achieved through reinforcement; initially through the application of extrinsic rewards; ultimately through the application of secondary rewards. It is the goal of this program to bring achievement under the control of its natural consequences, i.e, intrinsic reinforcement. However, before this goal can be reached it is paramount that we initiate, strengthen, and maintain these intrinsic rewards. The vehicle through which operative precedures will occur is correlated reinforcement.

TOKEN REINFORCEMENT

Among culturally divergent children survival and immediate gratification are the traditional attitudes toward life.

Since the particular payoff schedule provided by the culture is crucial in the acquisition of desirable behaviors, it is essential to provide a bridge between immediate gratification and delayed reinforcement. A token reinforcement system can provide the essential link enabling culturally divergent children to move from immediate to deferred gratification without harmful by-products.

Token rewards are tangible objects or symbols which attain reinforcing power through exchange for backup rewards. Typically, they acquire generalized reinforcing properties when they are paired with many different rewards. Additionally, tokens have the added advantage of being effective regardless of the child's momentary condition. The system is practical in that it can be used by one teacher in the average clasroom. To date, numerous studies have demonstrated the effectiveness of token reinforcement systems (Bernbrauer, Byon, Wolf & Kedder, 1965; Birnbrauer & Lawler, 1965; Quay, Werry, McQueen & Sprague, 1966).

Although token reinforcement can be employed to initiate the acquisition of desirable behavior, the ultimate goal of this continuing program is to bring achievement under control of its natural consequences.

INTERMITTENT REINFORCEMENT

The final phase of study entails withdrawal of reinforcement contingencies according to traditional tapering schedules. Essentially, there will be a gradual discontinuation of the token system on a series of random temporal schedules, e.g, a token will be given on every fifth day, every fourth, every seventh, until performance is maintained independently of tangible rewards. Ultimately, behavior will come under control of intrinsic contingencies such as self-satisfaction for doing a good job.

DEPENDENT TASK BREAKDOWN

Lesson Rationale

The lessons are very simple and are based upon entry skills of first graders. Verbal presentation is accompanied by paradigm pictures (auditory and visual cues.)

Lesson presentation requires six to eight minutes. The short time was designed in accordance with the attention span of entering 'culturally different' first graders, concepts presented, and the busy schedule of the teacher.

Selection of the content areas, for the dependent task, was guided by efforts to parallel general content areas prevalent on standard entry skill and readiness instruments for first graders. Due to the nature of the task there are obvious limitations. For example, it would be exceedingly difficult to measure something like social responsiveness on an instrument designed to obtain simultaneous feedback (written) from an entire group. However, it should be noted that individually administered tests, employing Anglo testers with culturally divergent children, have been shown to amplify emotional factors while there appears to be a diminuation of emotionality with group testing procedures.

A greater representation (in terms of actual number of lessons), occurs in the area of associative vocabulary (i.e., "demonstrating awareness of the connotation of a word by associating it to certain intrinsic qualities of the underlying verbal concept"), since evidence suggests that "many of the specific deficits frequently attributed to culturally deprived children cluster in this factor," Caldwell.

Daily diagnostic tests, standardized entry skill and reading readiness indices, e.g., Lee-Clark, Caldwell, in addition to a series of retention tests will be utilized to demonstrate changes in entry skill and reading readiness behaviors associated with the application of established reinforcement strategies.

DEPENDENT TASK BREAKDOWN

1. ASSOCIATIVE VOCABULARY*

    a. kinesics
    b. plants
    c. body parts
    d. transportation
    e. age
    f. school materials
    g. tools
    h. farm animals
    i. clothing
    j. fruit
    k. vegetables

* Deficits attributable to culturally deprived children cluster in this factor.

2. SENSORY ATTRIBUTES

    a. motion
    b. spatial conception (e.g., length, height, proximity, depty, etc.)
    c. labeling quantities
    d. judgments of more or less and most and least

3. NUMERICAL CONCEPTS

    a. sets
    b. sequential patterning
    c. ordinal concepts

4a. MATCHING

    a. matching forms
    b. matching letters
    c. matching patterns

4b. ABILITY TO PERCEIVE DIFFERENCES

    a. forms
    b. letters
    c. patterns

5. LISTENING

    a. comprehension
    b. response to questions

6. Aural Discrimination

DEPENDENT TASK

(a) Worksheets provide children with an opportunity to use each concept directly after it is taught, additionally, providing teachers with feedback, provides criterion for determining reward level (correlated reinforcement), provides SWCEL with cross cultural information on entry skills and concept learning.

(b) Most worksheets have a multiple choice answer. Each child marks the correct choice. There are three (3) choices for each of the five (5) items or two (2) choices for each of the five (5) items.
(c) Some worksheets have true-false (yes-no) answer possibilities (because multiple choice would not cover materials as simply or effectively in this particular area.
(d) Some worksheets have the stimulus item on the page and three (3) choices for matching.

Stimulus Cards.

(a) Stimulus cards provides visual cues which will accompany auditory cues during lesson presentation.
(b) Each lesson includes one, two, or three stimulus cards, depending upon content being presented. The drawing is in black ink on a buff colored 8" x 12" card.

Example card.

(a) Each lesson includes an example card which provides the children with a set for using the concept presented during the lesson in responding on the answer sheet.
(b) Example card has a black drawing on a buff colored paper.

Lesson Package.

(a) Teacher lesson procedure directions.
(b) Stimulus cards (to be used during lesson).
(c) Example card (to provide children with a set for marking the worksheets).
(d) Worksheets (one (1) for each child).

Lesson Number: 8

AURAL DISCRIMINATION: (/p/ sound)

Materials: 1) stimulus card a) pig
b) pony

LESSON PROCEDURE:

A. Presentation

1. Hold up card a.
"This is a pig. It begins with (/p/). Let's say that, (/p/)."

2. Hold up card b.
"This is a pony. It begins with (/p/). Let's say that, (/p/)."

3. "Watch again (hold up card a) "This is a pig. It begins with (/p/)." (hold up card b) "This is a pony. It begins with (/p/)."

B. Pick up the example card and a black crayon. Say, "Watch me. Mark the thing that begins with 'puh'." (Make an "X" on the correct response, holding the example card so that the children can see it, then put the example card down.)

C. Pass out the worksheets. (Pass out a sheet of white paper if the children still need it for finding the correct row. If you prefer, each child can keep a blank sheet of paper in his desk.)

"Write your name on the worksheet and wait until I tell you what to mark."

D. After the children have written their names, hold up the worksheet and cover up all the rows except the first on. Ask the children to do the same.

1. "Look at row 1. Mark the thing that begins with (/p/) : pot, clock, book."

2. "Slide the paper down to the second row like this."
(Demonstrate how the cover paper is moved down the page and follow this procedure with each question)***

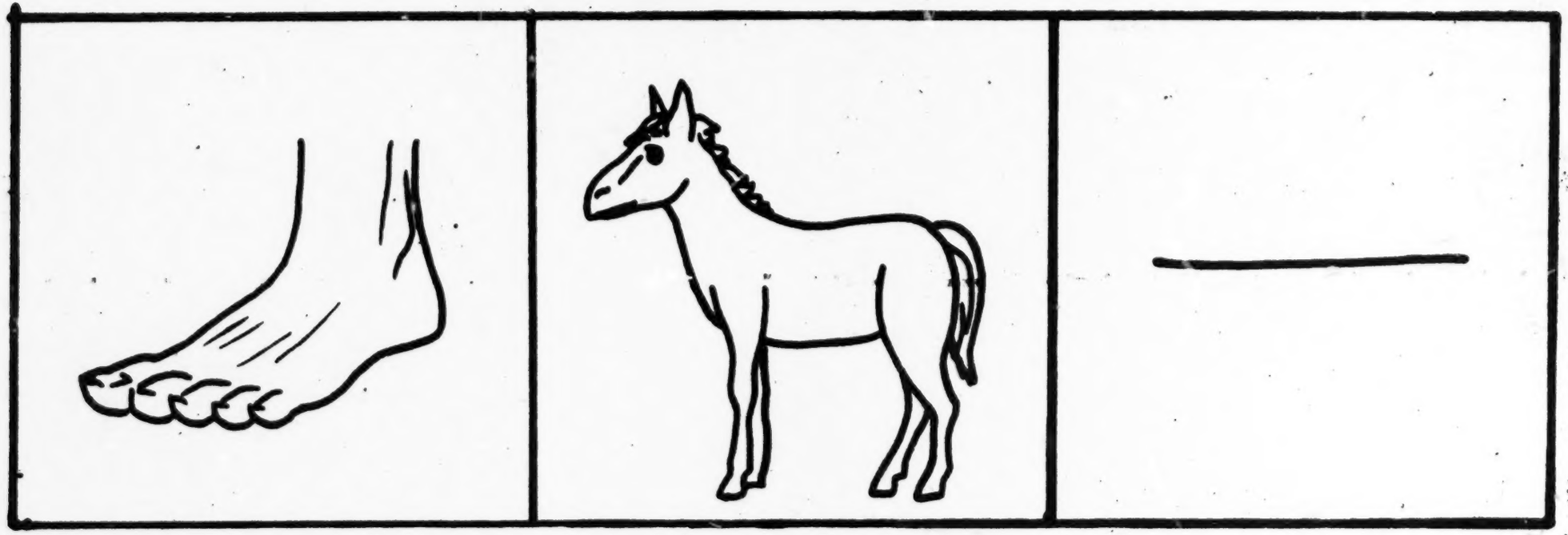
"Look at row 2. Mark the thing that begins with (/p/) : foot, pony, line."

3. "Look at row 3. Mark the thing that begins with (/p/) : flag, cup, pig."

4. "Look at row 4. Mark the thing that begins with (/p/) tree, pot, cup."

5. "Look at row 5. Mark the thing that begins with (/p/) : pig, hat, glass."

***Important note: If your children know how to find each row and do not need this step, you may omit it.



EXAMPLE CARD
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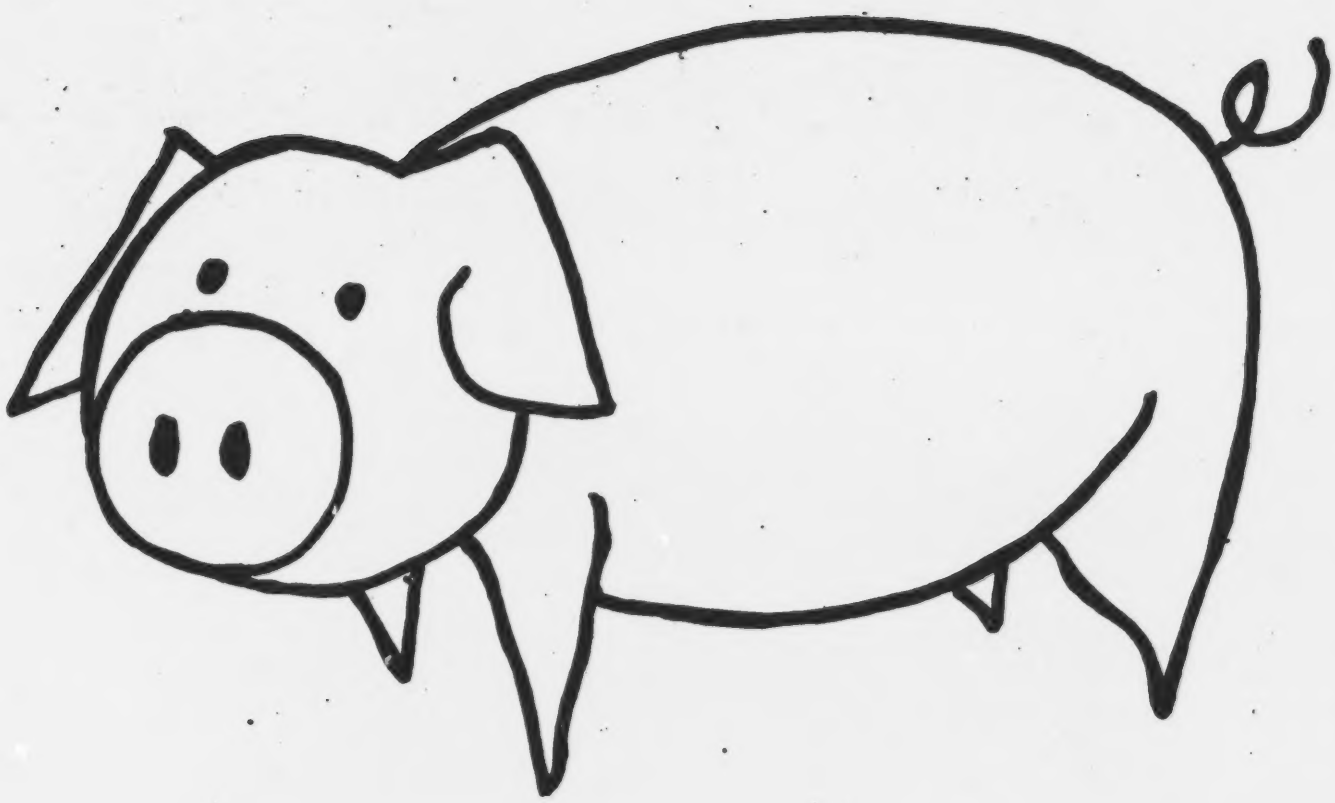

a) STIMULUS CA
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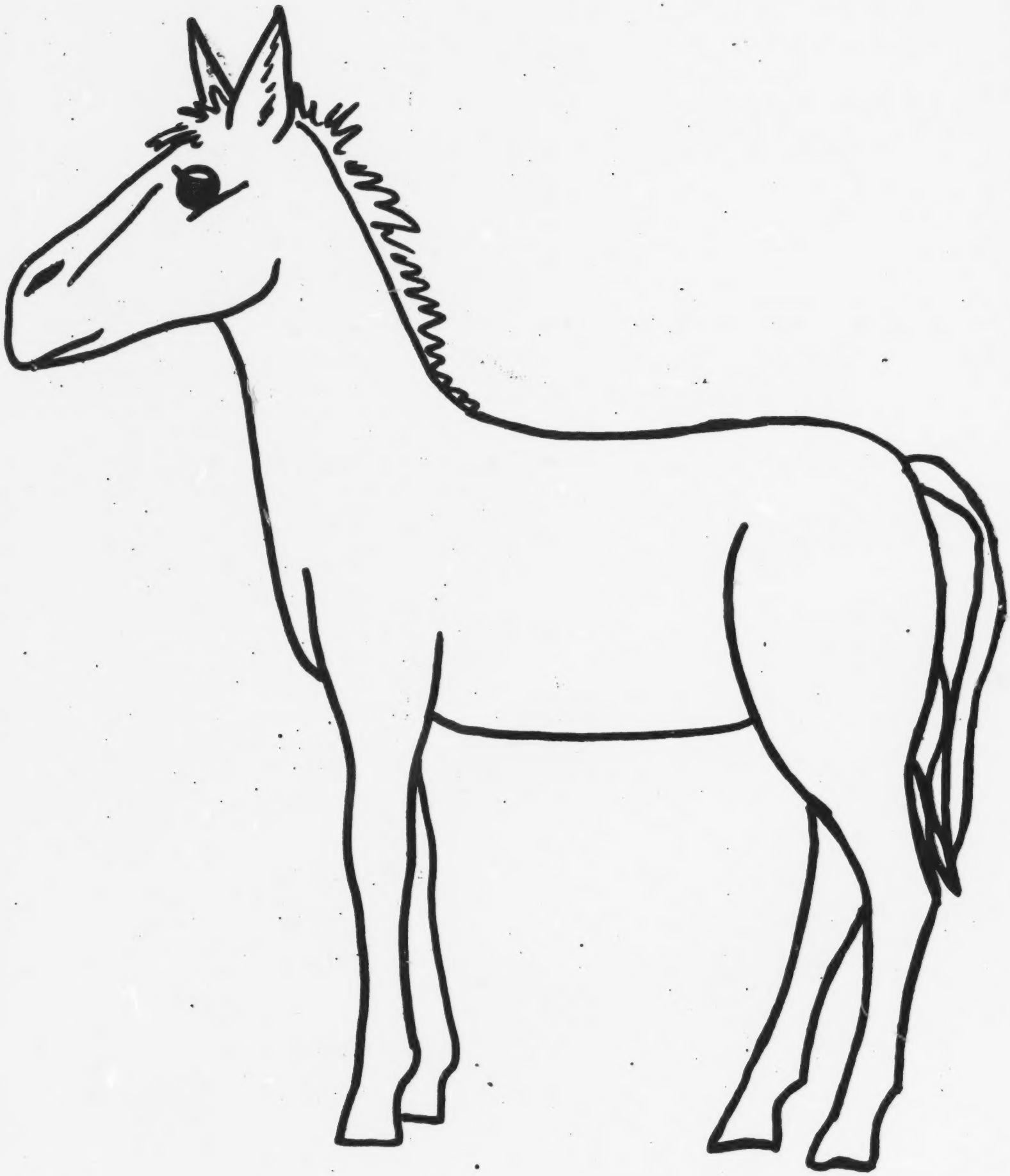

STIMULUS CARD #8

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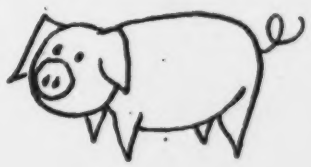
2

3



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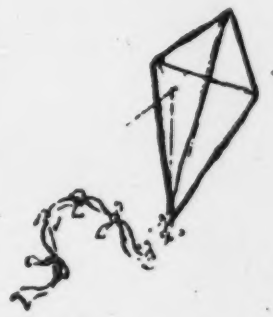

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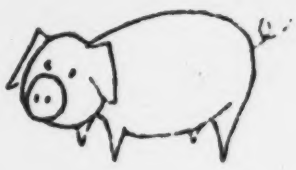

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Lesson Number: 11

SENSORY ATTRIBUTES: (Spatial relations)

Materials: 1) stimulus cards a) boy walking toward building
b) boy walking away from building
2) example card

LESSON PROCEDURE:

A. Presentation

1. Hold up card a.
"This boy is walking toward the building (point to boy and building)."

2. Hold up card b.
"This boy is walking away from the building (point to boy and building)."

3. "Remember (repeat 1 and 2)."

B. Pick up the example card and a black crayon. Say, "Watch me. Mark the boy walking toward the building." (Make an "X" on the correct response, holding the example card so that the children can see it, then put the example card down.)

C. Pass out the worksheets. (Pass out a sheet of white paper if the children still need it for finding the correct row. If you prefer, each child can keep a blank sheet of paper in his desk.)

"Write your name on the worksheet and wait until I tell what to mark."

D. After the children have written their names, hold up the worksheet and cover up all the rows except the first one. Ask the children to do the same.

1. "Look at row 1. Mark the picture of the dog walking away from his bowl."

2. "Slide the paper down to the second row like this."
(Demonstrate how the cover paper is moved down the page and follow this procedure for each question)***

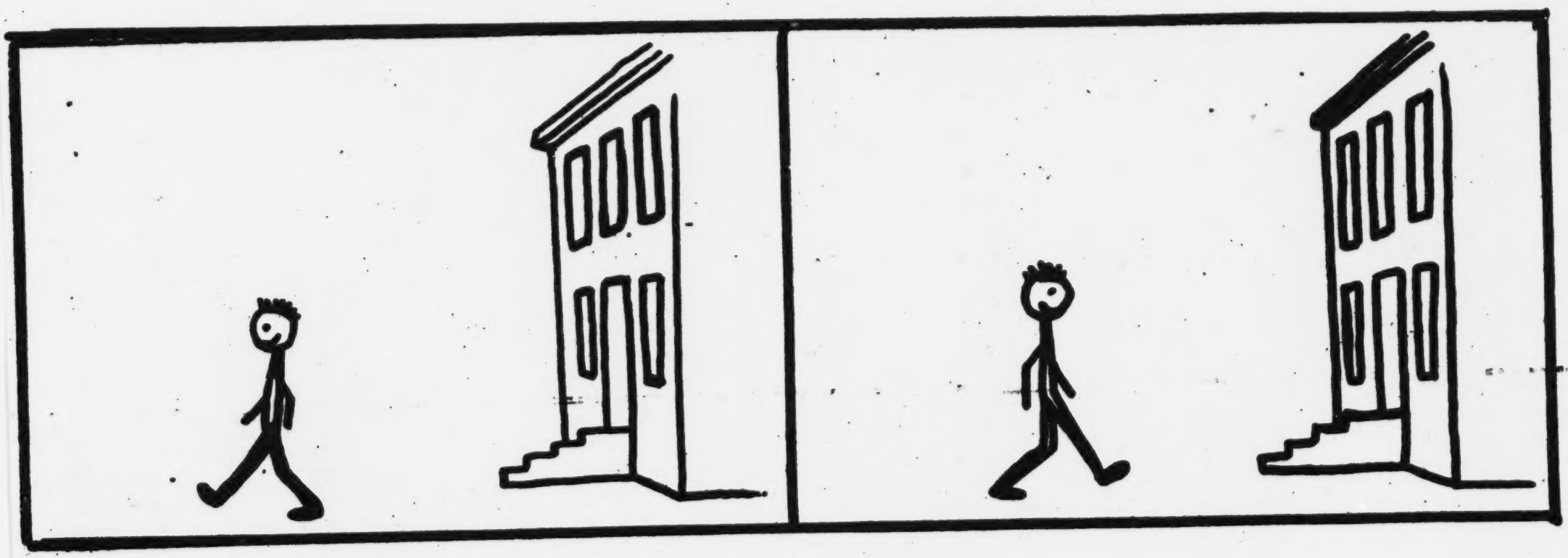
"Look at row 2. Mark the picture of the boy walking toward the building."

3. "Look at row 3. Mark the picture of the girl walking toward the car."

4. "Look at row 4. Mark the picture of the boy walking away from the building."

5. "Look at row 5. Mark the picture of the dog walking toward the house."

***Important note: If your children know how to find each row and do not need this step, you may omit it.



EXAMPLE CARD
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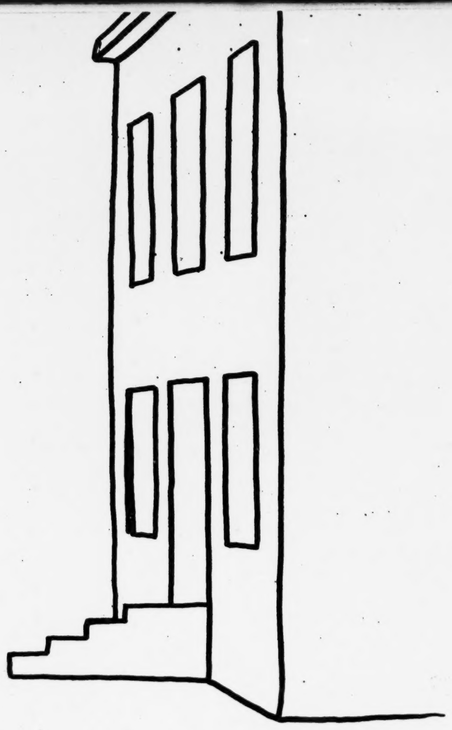

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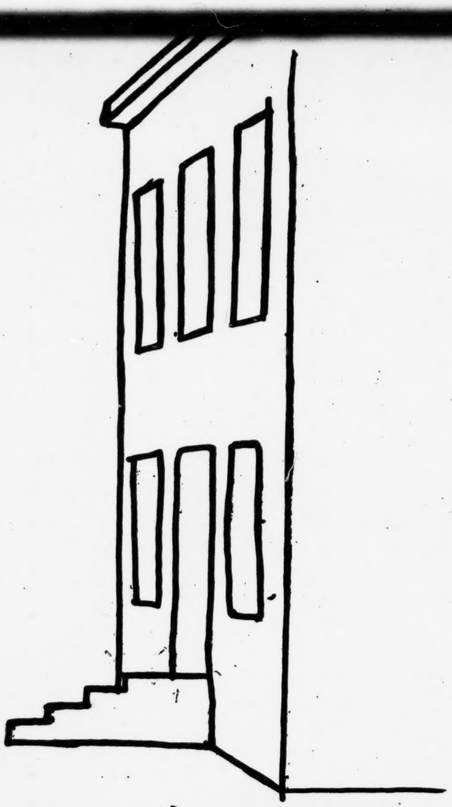
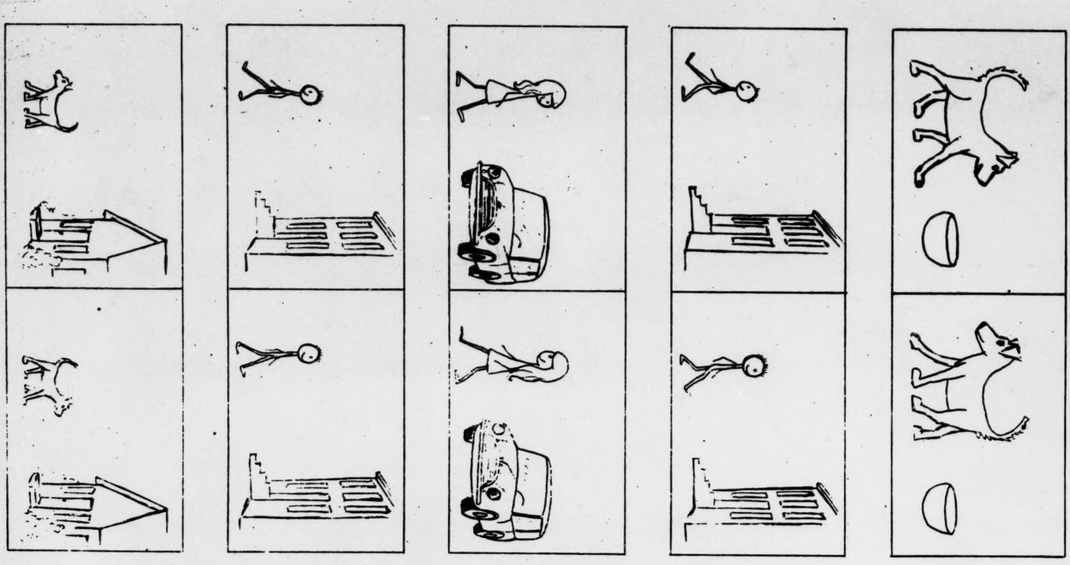


b) STIMULUS CARD #11

1 2 3 4 5



11#

Lesson Number: 35

ALPHABET: (g, q, p)

Materials: 1) stimulus card with letters a) g
b) q
c) p

2) example card with g, q, p

LESSON PROCEDURE:

A. Presentation

1. Hold up card a.
"This is the letter g. It has a circle (trace the circle) and a line down and in (trace). Watch again. A circle (trace) and a down around line (trace)."

2. Hold up card b.
"This is the letter q. Watch. It has a circle (trace) a line down and out (trace). Watch again. A circle (trace) and a line down and out (trace)."

3. Hold up card c.
"This is the letter p. Watch. It has a line down (trace) and a circle (trace). Watch again. It has a line (trace) and a circle (trace)."

4. "Remember: (repeated 1, 2 and 3)."

B. Pick up the example card and a black crayon. Say, "Watch me. Mark the g." (Make an "X" on the correct response, holding the example card so that the children can see it, then put the example card down.)

C. Pass out the worksheets. (Pass out a sheet of white paper if the children still need it for finding the correct row. If you prefer, each child can keep a blank sheet of paper in his desk.)

"Write your name on the worksheet and wait until I tell you what to mark."

D. After the children have written their names, hold up the worksheet and cover up all the rows except the first one. Ask the children to do the same.

1. "Look at row 1. Mark the p."

2. "Slide the paper down to the second row like this."
(Demonstrate how the cover paper is moved down the page and follow this procedure for each question)***

"Look at row 2. Mark the p."

3. "Look at row 3. Mark the g."

4. "Look at row 4. Mark the p."

5. "Look at row 5. Mark the g."

***Important Note: If your children know how to find each row and do not need this step, you may omit it.

q	p	g

EXAMPLE CARD
#35

(a) STIMULUS CARD #35

4-) STIMULUS CARD
#35

© STIMULUS CARD
#35

1	g	q	p
2	q	p	g
3	p	q	g
4	g	p	q
5	g	p	q

#35